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INSTRUCTIONAL OBJECTIVES FOR A JUNIOR COLLEGE COURSE IN PHYSICAL EDUCATION (GOLF, PHYSICAL CONDITIONING, TENNIS, SWIMMING, SCUBA DIVING)

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PHYSICAL EDUCATION OBJECTIVES: SET # 1

II. Major Course Goals

A. The pupil will comprehend the need of obtaining an appropriate or ample amount of rest.

B. The pupil will comprehend the significance of cardio-respiratory endurance and the overload principle and proper implementation of such.

C. The pupil will formulate a variety of activity programs that can be of carry-over value or subsequently utilized for the continuance of general physical fitness.

D. The pupil will be able to function operatively through a series of six minimal prescribed exercises to a maximal of ten prescribed exercises that are contrived to perpetuate over-all muscle tonus and resiliency.

E. The pupil will comprehend the basic classification of carbohydrate, protein and fat relationships and the proper relationship involved with nutrition and rest-exercise patterns.

F. The pupil will formulate a sequence of varied activities patterned to personal interests and reservations.

UNIT I. INTRODUCTION AND ORIENTATION

Duration: Generally seven class sessions/

A. Introduction

It is salient to note that perhaps the majority of students may not have had opportunity to become involved in any phase of serious regimens in physical education. For many, the course may involve the initial testing of physical capacities and limits heretofore untaped. This is a vital and significant period of introduction and matriculation. It will be most vital that a liason and rapport be established as quickly as is feasible under the existing conditions. The essential function and purpose of the first two week involvement would be to solidify these assorted manipulations and plans and acquaint and frequent the student with concepts and artifacts of value and implementation during the sequences of course activity and involvement.

B. Objectives:(GOALS)

B1. General: Such pupil will designate specific and general past experiences in related courses and general and specific expectations from this course.

Specific: The student will designate on a written format or questionnaire, the background obtained in related courses in muscular development and functioning.

B2. General: Such student will exhibit his plateau of physical conditioning.

Specific Such student will demonstrate muscular endurance capacity, dynamic power and a one-quarter mile dash to ascertain cardio-respiratory and circulo-respiratory endurance.

Specific: During the work-out sessions, nomenclature of said joints and appendages will be required upon impromptu request.

70% accuracy and 85% of said class.

Specific: On a test situation the pupil will correctly list three organizations of joints and relate pertinent examples or prototypes of each.

80% success and 80% of the class.

B" General: The pupil will demonstrate a knowledge of human musculature.

Specific: In writing, the pupil will remember and designate examples of four types of muscle tissue.

85% success and 95% of the class.

Specific: In writing, the student will list eight skeletal muscle groups.

75% accuracy and 75% of the group.

Specific: In writing, the student will define atrophic.

65% accuracy and 75% of the class.

Specific: In writing, the pupil will relate the three locales where human involuntary and voluntary or smooth tissue of muscular origin is functional.

80% success and 85% of the group.

Specific: During activity sessions, impromptu questions will be asked of the participants relating to muscle groups manifested by utilization of the activity.

70% accuracy and 100% of the grouping

B3 General: Such student will become acquainted with the basic movements of the regimen.

Specific: The pupil will denote and exhibit said core exercises. 100% success and 100% of said class

B4 General: Such pupil will initiate an individualized regimen

Specific: An individualized activity card will denote maximal work capacity for varied basic and core exercises.

75% accuracy and 100% of class

Specific: Additional exercises will be designed on the file card in order to meet personal goals

75% success and 100% of the class

B5 General: The pupil will obtain a comprehension of hypokinetics and kineseometrics.

Specific: On a written analysis the pupil will perform in discussing both of the above-mentionned terms .

75% success and 85% of the class.

Specific: The pupil will perform in listing four relationships to kineseometrics and hypokinetics in todays culture.

70% accuracy and 80% of the total class.

UNIT II. STRUCTURAL CONDITIONING AND DEFICITS OF PHYSICAL FUNCTIONING

Time(Duration): Generally eight class sessions.

A. Introduction:

A valunted and continuous schedule in vigorous physical movement enhances body metabolism, primarily such of the circulo-cardio-respiratory systems and that of the neurθ-cranial-muscular areas. The ability to comprehend such involves a thorough and basic framework of said structures of specific body systems involved. The human body is apportioned into several systems and these are intricately intertwined and cannot function independently. The homeostatic relationship depends on the maintenance of all the systems involved at any one time.

B. Objective(goal):

General: The basic skeletal system must be comprehended.

Specific: On a written examination, the student will stipulate portions of bones and extremities on a drawing which are portions of the lower or upper extremities.

70% accuracy and 70% of the class.

Specific: The student will write on a test, the four primary functions of said skeletal complex.

75% success and 75% of the class.

B3 General: The pupil will comprehend and also display a knowledge of the nervous framework and interrelationships.

Specific: The student will designate on an examination various synapses and reflex arc patterns.

40% accuracy and 60% of the total grouping

Specific: The student in a test situation(written) will relate, approximating 50 to 75 words, said involvement of the autonomic nervous system bringing about skeletal excitement.

60% accuracy and 50% of the grouping

B4 General: The pupil will designate a comprehension of the cardio-vascular or circulatory system.

Specific: The student will note(on a written test) the six primary classifications of units of the cardiovascular system.

85% success and 90% of the grouping

Specific: On a written examination the pupil will name two primary routes of movement(blood).

75% accuracy and 80% of the class

Specific: On a written examination the pupil will note(list) three primary functions of the cardiovascular system.

80% accuracy and 85% of the grouping.

Specific: The pupil will note the functioning(main) of the lymphatic system.

70% accuracy and 70% of the class.

UNIT III BIO-KINESIOLOGICAL CONDITIONS AND KINESTHETIC AND KINESIOLOGICAL VIEWS OF DYNAMIC CONDITIONING

The scientific evaluation of man's movement patterns is termed kinesiology. Other artifacts also employed are directly related to the particular movement patterns. Vital comprehension of the basic concepts and principles of kinesiology will enhance one's performance and ultimate capacity in various motor skills and activities. A more intelligent selection is ascertained along with less possibility of accident incuring from unwise use.

B. Objectives:

BI. General:

The pupil will comprehend basic concepts of muscular movement and the activity involvement through muscular lattice-work.

Specific:

On a written test, the student will comprehend the schism between the three types of muscular contraction states.

85% accuracy and 90% of the grouping

Specific:

The pupil will be able to manifest by actual performance the three forms of contractual state when requested to respond by the instructor.

80% success and 85% of the grouping

Specific: Upon request the student will display and designate verbally the functional action of two muscle units working independently to facilitate movement.

85% accuracy and 100% of the grouping

B2 General:

The pupil will comprehend the coordination of bone and muscle in completion of posture.

Specific:

In a test situation, the student will list four of the factors necessary for basic standard form.

85% accuracy and 90% of the class.

Specific:

On written test, the pupil will note the five procedures, the normal positons of body areas when actuating a Military Press with sub-maximal work force.

85% accuracy and 100% of the grouping

UNIT IV. PHYSIOLOGIC'L VIEWS OF PHYSIC'L CONDITIONING 'ND PERFORM'NCE

Duration: Generally ten class sessions .

Introduction:

Comprehension of exercise physiology which relates to the total muscular patterns is indispensable to movement patterns. Every physical performance involves a myriad of body systems and metabolic output. A balance of factors is inherent if effective work output is to be continued and enhanced through forms of exercise and movement patterns.

B. Objectives:

BI. General:

The pupil will comprehend certain primary physiologic phenomena of muscular tonus.

Specific:

The pupils will write in a test situation, in essay fashion, of number of 100 words, nervous excitation of muscle tissue. 60% success and 75% of the group

Specific:

In writing, on test situation, pupil will relate understanding of aerobic and anaerobic metabolic function.

75% of class and 70% success.

Specific:

In a test situation, pupil will stipulate that various acids are essential by-products of anaerobic metabolism.

UNIT V. CARRY-OVER ACTIVITIES(VALUES)

Duration: Generally four class meetings.

A. Introduction:

It is tragic that so few students can take real advantage of their sports as they exist in the secondary school structure in the U.S.. This is also true in the university and college systems. Yet, what activities of carry-over value are prescribed in our society. There are many diverse needs both emotional and physical which need to be satisfied later in life. A varied program of skills and techniques will enhance the success in such a program. Basic proficiency in several areas is not an unrealistic approach or goal. Many students need to be informed of the carry-over value and the availability of various activities. Swimming, golf, tennis, squash, archery, ice-skating, sailing, horse-back riding, bowling, and the basis of this is weightlifting or more aptly, weight training.

B. Objectives:

BI. General:

General familirization with various physical movement that can be utilized following school years.

Specific:

The student will note in a test situation, varied basic physical demands satisfied by several carry-over activities.

85% accuracy and 100% of the class

Specific:

On a written test the student will designate nine facilities implemented for physical use in proximate area(ranging up to ten miles from present or future residences)

95% accuracy and 100% of class

UNIT VI PHYSICAL FITNESS CONCEPTS AND TERMS

Duration: Generally ten class meetings

A. Introduction:

The President's Council on Physical Fitness notes physical fitness as only one phase of several components that comprise total fitness; related factors are mental, emotional, spiritual and social. However, the total being is affected by the intricate relationship of all these factors and the specific and vital role of physical fitness in total fitness will be of topical importance in this unit.

B. Objectives:

B1. General:

The student will become well-acquainted with aspects of physical fitness.

Specific:

In a test situation, the pupil will list the four delineations of physical fitness per se.

95% accuracy and 100% of the class.

B2. General:

The pupil will acknowledge the significance of being physically fit.

Specific: In a test situation(written) student will define term physical fitness.

90% success and 95% of class

Specific: On a written examination the pupil will list four benefits of exercise in retardation of the catabolic effect.

75% accuracy and 85% of the group

Specific:

On a written examination the student will stipulate what specific body weight would agree with prorated height and body density.

95% success and 100% of the class

Specific:

On a written test, student will complete said statement, stipulating optimum body weight is normally obtained between age 20-25.

80% accuracy and 95% of class.

B3 General:

Student will acknowledge primary functions of physical fitness testing and primary areas of consternation upon actual selection of total fitness regimen.

Specific:

The student will note on a written examination by explaining with approximately 100 words the value of such quizzing and testing.

90% accuracy and 95% of the class

Specific:

On a written test the student will designate five areas of maximal physical fitness testing.

85% accuracy and 90% of the grouping

PHYSICAL EDUCATION OBJECTIVES: SET # 2

Major course objectives or goals.

A. To provide the student with an opportunity to develop skill in a leisure time activity which will develop to a higher degree his or her physical and mental health efficiency and which will have a carry-over value as a social activity. (This would be in complete accord with goal number six on page four of the 1966-68 S.M.C.C. Catalogue which is to "prepare for more effective participation in the social, cultural and political activities of the community," etc.

B. To teach the student the three fundamental strokes: forehand, backhand, and serve; also to introduce the volley, overhead, and the game of doubles.

C. To teach the student the rules and regulations for playing the game of tennis.

D. To teach etiquette and kindness as a player and spectator.

E. Six months after the completion of the course the student will have such an adequate knowledge of tennis techniques that he will be able to improve and develop his game without the aid of a tennis professional or other teacher.

The following units of instruction would be taught in their listed order. Their time allotment follows the unit title.

1. Forehand Groundstroke - Four weeks
2. Backhand " "
3. Backboard techniques "
4. Service

IV. Materials of Instruction

The required textbook is entitled Tennis, written by Xanthos and Johnson, published by W.C.Brown and Co., Dubuque, Iowa.

V. Organization of Units of Instruction

A. Forehand Groundstroke (four weeks)

Major Concept and Objective - The student will learn the proper technique in hitting a forehand groundstroke. The mastery of this shot is very important since, especially on a slow court, the player receives more forehands than any other shot. It is learned more rapidly than any other shot and gives almost every beginner a quick feeling of success and confidence.

Specific Measurable Objectives

1. Holding the racket in the Eastern forehand grip the student will bounce the ball from the racket to the court fifteen times in succession on one of three trials.

2. Standing any place behind the service line and taking the receiving position or the ready position,the student will be given ten carefully tossed balls to his forehand and will return at least seven into the opposite singles court in one of three trials.

3. Standing any place behind the service line, the student will drop a ball to the side of him and stroke eight of ten forehands over the net and into the singles court on one of three trials.

4. Given three trials and standing at least fifteen feet away from the practice wall, the student will hit five consecutive forehands, after one bounce only, which go above the net line.

B. Backhand Groundstroke (four weeks)

Major Concept and Objective - The student will learn the proper technique for hitting a backhand groundstroke. For most students,learning this skill is more difficult than learning the forehand. The footwork for the forehand comes easier than the backhand since it is very similar to that used by the right-handed hitting batter in baseball and most of the students

batted in this manner when they played that game or the similar game of softball.

Specific Measurable Objectives -

1. Given carefully tossed balls and standing just behind the service line (in no man's land), the student will have to hit four consecutive balls into the opposite singles

2. Given three trials and standing at least ten feet from the practice wall, the student will hit three consecutive balls above the painted net line with the backhand groundstroke only.

3. Given three trials and standing at least ten feet away from the backboard, the student will hit four consecutive balls above the painted net line using alternately the forehand and backhand strokes. This objective was included in an effort to have the student learn to make the grip switch between the forehand and backhand with a minimum amount of difficulty. The time allowed to make this change will be halved when the student uses the above alternating procedure when learning the volley in Unit D.

C. Backboard Techniques (four weeks) with a brief summation of etiquette and rules.

Major Concept and Objectives - The student will develop an appreciation for the backboard or wall as a facility which can hasten learning and improvement. He will learn how various shots can be practiced on it.

Specific Measurable Objectives -

1. Standing further than fifteen feet from the backboard, the student, given three trials, will successfully hit six consecutive balls above the painted net line.

D. Service (four weeks) with brief introduction of Volley and Overhead.

Major Concepts and Objectives - to learn proper service technique and to realize that it is the most important shot in the game as well as the

most difficult to master.

Specific Measurable Objectives

1. Given ten points and three trials, the student will hit seven points into the opposite service court on either the first or second service. There will be no opponent on the other side of the net.

2. Given three swings, the student will swing the racket fast enough on one of them so that the sound or swish can be heard by the instructor. The emphasis is on the important effect that good racket head speed can have on the serve.

PHYSICAL EDUCATION OBJECTIVES: SET # 3

List of Specific Objectives.

1. The Student will hit a golf ball 220 yards, 210 yards, 200 yards, 190 yards, 180 yards with number 1, 2, 3, 4, and 5 woods respectively a minimum of 20 times to place as an average person on a distance scale.

2. The student will hit a golf ball 190 yards, 180 yards, 170 yards, 160 yards, 150 yards, 140 yards, 130 yards, 120 yards, and 110 yards with number 1, 2, 3, 4, 5, 6, 7, 8, and 9 irons respectively a minimum of 20 times to place as an average person on a distance scale.

3. A student will demonstrate his knowledge of golf rules by playing nine holes of golf satisfactorily according to specifications given beforehand.

4. A student will list and define 100 golf rules out of 100 golf rules.

5. A student will select eight golf clubs and play a nine hole game to win a match at 72 par within one and one-half hours.

6. The student will list and define the eleven criteria used in hitting a golf ball with 100% accuracy.

7. A student will list and define the rules of golf etiquette in three pages with 100% accuracy.

8. A student will get an "A" (I hope) on a three-hour multiple choice, matching, TF, short answer, completion test to place in the upper 10% of the class.

PHYSICAL EDUCATION OBJECTIVES: SET #4

II. Major Course Objectives (General):

A. To equip the individual with basic water safety skills and knowledge in order to make his reasonably safe while in, on, or about the water.

B. To increase the watermanship of the individual by adding certain skills necessary for his safe participation in recreational swimming.

C. To afford the individual with an opportunity to experience continued success in a reasonable period of time and thus motivate him to continue his water safety training.

D. To prepare the student for additional water safety training by introducing him to a series of skills designed to improve his stamina and basic coordination.

E. To provide the student will the opportunity to learn the elements of good swimming.

UNIT I. ORIENTATION

Time: Approximately four class meetings.

A. Introduction:

For many students this will be the first serious program of physical education that they have participated in since high school athletics or physical education, and, in some cases, this may be the first time they have ever had the opportunity to enroll in a swimming class. Prior to embarking on a program of swimming there is a great deal of preparation on the part of both the instructor and student. It is the purpose of the first four days of class to complete these preparations and familiarize the student will what he can expect and what will be expected of him.

B. Objectives:

B1. General: The student will indicate his background in swimming as a preassessment exercise.

Specific: On a written questionnaire, the student will indicate his past experience in swimming (emphasis on instruction received). (appendix A) 100% of the class.

Specific: On a written questionnaire, the student will indicate the specific areas of each swimming stroke in which he requires more help. (appendix A) 100% of the class.

Specific: On a written questionnaire, the student will indicate his level of swimming proficiency. (appendix A) 100% of the class.

B2. General: The student will participate in a skill preassessment test prior to the first instruction period.

Specific: The student will, upon entering the water, demonstrate his skills in breath holding, prone floating, and the human stroke for a period of 10 seconds apiece. 20% of the class will be expected to complete this objective.

Specific: On the first day of class, each student will swim one lap of the pool using each stroke to be taught in this course. 20% of the class will be expected to complete this objective.

Specific: The student will enter the water feet first and demonstrate his ability to tread water for 10 seconds. 10% of the class will be expected to complete this objective.

B3. General: The student will be familiar with several warm-up exercises that must be done before entering the water.

Specific: The student will name, on a written examination, five warm-up exercises that must be done before entering the water. 100% accuracy and 100% of the class.

B4. General: The student will gain an understanding of Hypokinetics.

Specific: On a written examination, the student will define the term "Hypokinetics" in less than 25 words and within a five minute time limit. 80% accuracy for 90% of the class.

Specific: On a written examination, the student will list five contributions to Hypokinetics in todays society. 75% accuracy and 80% of the class.

B5. General: The student will be aware of the general safety precautions while participating around the pool area.

Specific: The student will demonstrate his appreciation of the "buddy system" by never entering the water without a partner. 100% of the class.

Specific: The student will, on a written examination, list five cardinal principles of pool safety within five minutes. 80% accuracy and 90% of the class.

UNIT II. BEGINNING SWIMMER

Time: Approximately fourteen class meetings.

A. Introduction:

This unit is designed to overcome the fear of water which most individuals possess when learning to swim. The skills provided in this unit will, as the saying goes, "help the student walk before he runs". They are basic to any program of beginning swimming and once one masters these techniques acquisition of skills needed to perform the basic strokes comes more easily.

Organization of this unit and units III and IV will be by phases. Each phase dealing with specific areas of skill development and each with its own specific objective(s). This unit is composed of five phases.

A1. Unit General Objective:

a. To equip the individual with basic water safety skills and knowledge in order to make him reasonably safe while in, on, or about the water.

B. Objectives:

B1. General (Phase 1): The student will develop the physical and mental adjustments necessary to participate in recreational swimming.

Specific: The student will demonstrate his ability to submerge his face fully below the water and hold his breath for atleast 10 seconds. 100% of the class.

Specific: The student, standing in chest-deep water, will alternately inhale through the mouth above the surface and exhale through the mouth and nose with head completely submerged 10 times rhythmically and continuously. 90% of the class.

B2. General (Phase 2): The student will become aware of the buoyant effects of the water while in a relaxed floating position.

Specific: The student will demonstrate his ability to float in the jellyfish and/or turtle position for a period of 10 seconds. 90% of the class.

Specific: In waist-deep water, the student will take a prone position on the water and recover to the standing position without assistance or support. 75% accuracy for 90% of the class.

Specific: The student will assume a back floating position in waist-deep water, hold the position with the face above water for at least 10 seconds, and return to the standing position unassisted. 90% of the class.

B3. General (Phase 3): The student will learn the ability to propel himself through the water while in a face-down and face-up position.

Specific: The student will demonstrate his ability to push off, face down, in waist-deep water, in a prone position, and glide a distance of at least two body lengths, and recover to a standing position without violating any skill techniques. 90% of the class.

Specific: In waist-deep water, the student will demonstrate his ability to push off in a prone gliding position, pick up the beginner's leg stroke in a smooth and unhurried manner, and kick his way along from three to five body lengths before resuming the standing position. 75% accuracy and 90% of the class.

Specific: The student will demonstrate his confidence in the back glide by taking a position in waist-deep water, push off, glide a distance of at least one body length, and resume his standing position. 65% accuracy for 80% of the class.

Specific: In waist-deep water, the student will demonstrate his ability to take a back gliding position, use the beginner's leg stroke on the back for a distance of three to five body lengths, and then recover to the standing position with ease. 65% accuracy for 80% of the class.

Specific: The student will, on a written examination, answer correctly 80% of the ten true-false questions concerning the skills necessary to perform finning movements and the human stroke. 90% of the class.

Specific: In waist-deep water, the student will assume the prone position with face down and, with legs trailing or kicking gently, do the arm stroke in series thereby demonstrating that he can effectively pull and recover the arms and make progress. 85% accuracy for 80% of the class.

Specific: In waist-deep water, the student will start a back glide, then "fin" his way along for two body lengths, thus demonstrating that the stroke actually propelling him. 85% accuracy for 95% of the class.

B4. General (Phase 4): The student will intergrate the breathing cycle along with the arm and leg movements and produce a coordinated stroke.

Specific: In water of standing depth, the student will demonstrate his ability to swim the coordinated beginner's stroke continuously for from four to six widths of the pool. 80% accuracy for 90% of the class.

Specific: In water of standing depth, the student will swim a minimum distance of 10 yards confortably and somewhat easily, using finning and the beginner's flutter kick in combination. 80% accuracy for 90% of the class.

Specific: The student will demonstrate his ability to change from one floating position to another by starting in the prone position in water chest deep and roll onto his back and remain there, floating motionless or resting in a floating position, for 10 seconds. 70% accuracy for 80% of the class.

Specific: The student will demonstrate his ability to change directions while swimming the beginner's stroke by making a right angle turn to the right and left in a coordinated manner and not violate any of the techniques necessary for this skill. 80% of the class

Specific: The student will demonstrate his ability to level off by entering the water at neck-depth and, with a minimum push-off from the bottom, swim his way up to a horizontal position and continue to waist deep water before standing. 80% accuracy for 80% of the class.

B5. General (Phase 5): The student will learn to enter the water safely and efficiently.

Specific: The student will jump feet first into waist-deep water and, with a minimum of push-off, use the front beginner's stroke to swim five body lengths. 80% accuracy for 80% of the class.

B6. General: The student will demonstrate his understanding of the swimming skill introduced in this unit.

Specific: The student, on a written examination, will list the fundamentals necessary to swim the beginner's stroke. 80% accuracy for 90% of the class.

Specific: On a written examination, the student will analyse the progressive steps utilised in coordinating the breathing cycle with the arm stroke of the beginner's stroke and give reasons why this progression is effective. 65% of the class obtaining 65% accuracy.

B7. General: The students will understand Newton's Third Law of Motion and how it effects swimming.

Specific: The student will explain in a 250-300 word essay the function of Newton's Third Law of Motion with emphasis on it use in swimming. 80% accuracy for 90% of the class.

UNIT III. INTERMEDIATE BEGINNER

Time: Approximately seventeen class meetings.

A. Introduction:

After completion of unit II, the students will have the necessary skills in which to build an organized swimming stroke. This unit is designed to give the student the opportunity to increase his endurance, improve his ability to care for himself while in the water, and introduce him to additional coordinated movements in logical and meaningful manner. The successful completion of this unit should equip and motivate the individual to continue his water safety training by entering into the advanced beginner unit.

This unit is composed of eight phases, each phase will possess its own general and specific objectives.

A1. Unit General Objectives:

a. To increase the watermanship of the individual by adding to the skills learned in the beginner unit.

b. To afford the individual with an opportunity to experience continued success in a reasonable period of time and thus motivate him to continue his water safety training.

c. To prepare the student for additional water safety training by introducing his to a series of skills designed to improve his stamina and coordination.

B. Objectives:

B1. General (Phase 1): The student will become more proficient in breath control and be able to resist fatigue more readily.

Specific: The student, standing in chest-deep water, will demonstrate rhythmic breathing by bobbing up and down at the rate of 24-36 times in two minutes. 85% of the class.

B2. General (Phase 2): The student will increase his ability to stay afloat.

Specific: The student will remain afloat in a confined area (within an 8 foot circle) by using a modified human stroke for a period of 1 minute. 85% of the class.

B3. General (Phase 3): The student will know how to change positions in the water while the face remains above the surface.

Specific: The student, while in neck-deep water, will demonstrate his ability to change from a prone swimming position to a vertical position and then to a supine position without violating any of the techniques taught in class. 70% of the class.

B4. General (Phase 4): The student will learn the simple but effective long-distance stroke done on the back (Elementary Back Stroke).

Specific: The student will demonstrate his skill in the use of the frog kick by using the kick to swim one width of the pool without the use of arm movements. 80% accuracy for 85% of the class.

Specific: The student will perform the arm movements of the elementary back stroke in a rhythmic pattern and coordinated it with the leg movements in order to swim one width of the pool.

Specific: The student will be able to select eight out of ten correct answers on a multiple-choice test dealing with knowledge of techniques in swimming the elementary back stroke. 90% of the class.

B5. General (Phase 5): The student will add to the human stroke those skills that are necessary to perform the american crawl stroke (hand-over-hand stroke).

Specific: The student will demonstrate his skill in using the prone flutter kick by kicking one length of the pool without using his arms. 80% accuracy for 90% of the class.

Specific: The student will swim one length of the pool in the prone position using only his arms for propulsion. 80% accuracy for 85% of the class.

Specific: The student will establish a breathing pattern and demonstrate its smoothness by swimming one width of the pool without swallowing any water. 80% accuracy for 80% of the class.

Specific: On a written examination, the student will correctly answer eight out of ten multiple-choice questions on the knowledge of techniques in swimming the crawl stroke. 85% of the class.

B6. General (Phase 6): The student will learn to dive into the water in a safe manner and swim underwater safely and efficiently.

Specific: The student will demonstrate his skill in diving by entering deep water head first and not violate any of the techniques taught in class. 80% of the class.

Specific: The student will, in shallow water, do a porpoise dive and swim under water for a distance of 10 feet. 75% of the class.

Specific: The student will dive into deep water from the edge of the pool and swim underwater for a distance of 20 feet. 75% of the class.

B7. General (Phase 7): The student will learn how to use a life jacket to remain afloat.

Specific: The student will jump into the water from the pool deck, while wearing a lifejacket, and demonstrate his ability to stay comfortably afloat while ina prone, vertical, and supine position. Each position should be held for at least one minute. 100% of the class.

B8. General (Phase 8): The student will know the elementary forms of rescue.

Specific: The student will demonstrate, within the pool area, the rescue methods involving use of the reaching pole and articles of clothing. 100% of the class at 100% accuracy.

UNIT IV. ADVANCED BEGINNER

Time: Approximately seventeen class meetings.

A. Introduction:

Upon completion of unit III, the student will possess the skills necessary to enter the advanced beginner unit. Students in this unit usually experience great unevenness in learning. Some students will make excellent progress in some skills while others skills will give them a great deal of difficulty. Fortunately, majority of students will reach the end of the unit with about the same swimming abilities. They may, however, vary greatly in freedom of movement, grace, endurance, and speed.

This unit is composed of five phases. Each phase will possess its own general and specific objectives.

A1. Unit General Objective:
a. To provide the student with the opportunity to learn the elements of good swimming.

B. Objectives:

B1. General (Phase 1): The student will be familiar with the basic arm and leg skills utilized in the common recreational swimming strokes.

Specific: Using a kick board for arm support, the student will swim 20 yards, employing the scissors kick of the legs. 85% of the class.

Specific: Using a kick board for arm support, the student will swim 20 yards, using the breast stroke kick. 85% of the class.

Specific: Using the kick board to support the arms, the student will swim 20 yards, using the flutter kick. 90% of the class.

Specific: Using a flotation device for leg support, the student will swim 10 yards, using the side stroke of the arms. 80% of the class.

Specific: Using a flotation device for leg support, the student will swim 10 yards, employing the breast stroke arm pull. 90% of the class.

Specific: Using a flotation device for leg support, the student will swim 10 yards, employing the hand-over-hand stroke. 80% of the class.

B2. General (Phase 1): The student will know basic rescue procedures utilizing the reaching pole and heaving line and/or ring buoys.

Specific: While wading in shallow water, the student will simulate rescueing his "buddy" by the use of the reaching pole, without violating any of the techniques introduced in the class. 100% of the class.

Specific: While standing on the edge of the pool, the student will demonstrate his ability to rescue a swimmer by the use of a heaving line and/or ring buoy, bu tossing a ring buoy into a 10 foot circle three out of five times. 80% of the class.

B3. General (Phase 2): The student will coordinate the arm and leg movements into complete recreational swimming strokes.

Specific: The student will swim 50 yards continuously, using the elementary back stroke. 80% accuracy for 85% of the class.

Specific: The student will swimm 100 yards continuously on his front, using the fully coordinated American Crawl style of swimming. 70% accuracy for 80% of the class.

Specific: The student will swimm 100 yards continuously on his side, using the fully coordinated side stroke style of swimming. 80% accuracy for 85% of the class.

Specific: The student will wimm 100 yards continuously on his front, using the fully coordinated breast stroke style of swimming. 65% accuracy for 75% of the class.

Specific: The student will, on a written examination, answer correctly eight out of ten true-false questions dealing with the coordinated/complete styles of recreational swimming. 90% of the class.

B4. General (Phase 3): The student will learn to turn, in a closed course, so as to enable him to swim continuously for the purpose of developing strength and endurance.

Specific: The student will demonstrate his ability to perform simple turns from both the front and side styles of swimming, by making two turns from each style within a time limit of 2-4 seconds. 60% accuracy for 60% of the class.

Specific: The student will, on a written examination, answer four out of five fill-in questions concerning the simple turns used in each style of recreational swimming. 80% of the class.

B5. General (Phase 3): The student will perform at least one type of artificial respiration.

Specific: The student will demonstrate his ability to perform he survival techniques utilized in at least one of the following types of artificial respiration:

a. Mouth-to-mouth method.
b. Chest pressure - arm lift method.
c. Back pressure - arm lift method.

The minimum standard is 90% accuracy for 100% of the class.

Specific: On a written examination, the student will list four out of the five steps necessary to administer the correct techniques used in the mouth-to-mouth method of artificial respiration. 100% of the class.

B6. General (Phase 4): The student will learn additional survival skills necessary for safe participation in recreational swimming.

Specific: The student will float motionless or rest in a back floating position with minimum hand and feet movement, in deep water, for at least one minute. 75% of the class.

Specific: By sculling with the hands only, the student will move backward through the water, on his back, for a minimum distance of 10 yards. 80% of the class.

Specific: The student will tread water, using auxiliary arm movements, continuously for one-half minute. 80% of the class.

Specific: The student will duck beneath the surface and swim at least two body lenghts completely under water. 80% of the class.

B7. General (Phase 5): The student will learn to enter the water safely and effectively.

Specific: The student will run and jump, from a low elevation into deep water, level off, and swim at least three body lengths. 80% accuracy for 80% of the class.

Specific: The student will perform a fully coordinated standing front dive into deep water with reasonably good form (good form is without a belly-flop). 90% accuracy for 90% of the class.

PHYSICAL EDUCATION OBJECTIVES: SET # 5

OBJECTIVES

GENERAL:

To properly evaluate the swimming skills of prospective students so that instructional objectives can be alligned with the skill level of the beginning class, and so that students particularly weak in specific skill areas can be assigned to a basic class that will improve their performance and allow them to re-enter scuba another semester.

To reinforce necessary skills through practice and instruction.

To properly prepare the students personal skills so that he will display poise, emotional stability, intuitive reaction, coordination of skills, and mental agility as he executes various activities in and under the water.

SPECIFIC:

The student will swim 1000 feet in less than 10 minutes using any combination of strokes he desires.

The student will tread water for 5 minutes without aid of any kind and without touching any of the sides nor bottom of the pool.

The student will swim 75 feet under water without swim aids.

The student will swim 100 feet under water with fins.

The student will snorkle, on the surface, using mask, fins, and snorkle, for a distance of 500 feet without raising his head clear of the water.

The student will successfully clear his mask under water with one breath.

The student will retreive a 10 pound weight belt from the bottom of the deep end of the pool.

The student will demonstrate knowledge of mouth to mouth artificial respiration.

The student will execute a float rescue.

The student will execute at least one type of rescue carry without swim aids.

The student will swim the length of the pool without swim aids while wearing a 10 pound weight belt.

OBJECTIVES

GENERAL:

To introduce the student to scuba diving by helping him master use of tank, backpack, and regulator so that he can breath successfully in the under water environment.

To help the student understand basic concepts of scuba so that he will be mentally prepared for the underwater environment.

To continue to condition the student physically so that he will be physically prepared for the underwater environment.

SPECIFIC:

The student will be able to assemble the tank, backpack, and regulater into a single funticning unit.

The student will be able to recite, when called upon, dangers involved in mishandling the scuba unit.*

The student will be able to breath underwater, using a scuba unit, for a period of 5 minutes without coming to the surface.

The student will be able to clear his mask successfully underwater while using the scuba unit.

The student will be able to snorkle 10 lengths of the pool, without stopping to rest, while wearing the scuba unit.

* Scuba unit refers to the tank, backpack, regulator assembly.

The student will be able to pass a written test, with 80% accuracy, pertaining to physiological problems that could be acquired through the use of scuba, as presented in lecture.

The student will be able to pass a written test, with 80% accuracy, pertaining to diving physics as presented in lecture.

OBJECTIVES

GENERAL:

To acquaint the student with the use of scuba under water.

To overlearn those skills necessary for safe diving through practice and familiarization with problems encountered in diving.

To continue to condition the student both physically and mentally so that he will be fully prepared for the underwater environment.

SPECIFIC:

The student will properly execute two different types of entry into the water while wearing the scuba unit.

The student will demonstrate the proper technique for clearing water from the scuba unit while remaining under the water.

The student will demonstrate principles of breath control while performing underwater with scuba.

The student will demonstrate the ability to use the technique of buddy breathing.

The student will demonstrate his ability to remain calm and solve a problem while his face plate is blacked out so that he cannot see.

The student will demonstrate the ability to ditch his unit on the bottom and later recover the unit from the surface. (termed ditch and recovery)

The student will demonstrate his ability to swim through an underwater maze wearing the scuba unit.

The student will demonstrate his ability to enter the water with his unit in his hand and put it on after entry.

The student will demonstrate his ability to swim from one air station on the bottom to another without having to surface.

The student will demonstrate the ability to solve any and all problems his instructor may pose for him without coming to the surface.

examples: have face plate knocked off while under the water
have tank start to slip from backpack
have air valve on tank turned off
have straps to backpack come loose
simulate malfunction of regulator (have to buddy breath to the surface)
run out of air (have to buddy breath to the surface)
become tangled in kelp (line)

The student will demonstrate successful application of the buddy system in all work in class.

OBJECTIVES

GENERAL:

To teach the diver to properly evaluate the demands placed upon his system through various applications of scuba so that he can avoid potentially hazardous situations.

To show the diver the wisdom of planning the dive beforehand.

To continue the conditioning program so that the diver will be both mentally and physically fit.

SPECIFIC:

The student will successfully make a rocky entry and exit in the ocean.

The student will successfully make a beach entry and exit through the surf.

The student will successfully navigate through a kelp patch.

The student will successfully clear his face plate and regulator under the ocean at a depth of 25 feet.

The student will do a free ascent in the ocean from the depth of 25 feet.

The student will demonstrate his ability to buddy breath in the ocean.

The student will successfully complete a scuba dive in the ocean.